



AEDE 469 / AEDL 470 / AEDX 472/AEDS 471/AEDM 470 Internship: January 5, 2009 – April 27, 2009

Instructor: _____
Email Address: _____
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Meeting Time: _____
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Office Hours: _____

I. Descriptive Information

- A. Course: AEDE 469 Internship in Early Childhood Education
AEDL 470 Internship in the Elementary School
AEDX 472 Internship in Special Education
AEDS 471 Internship in the Secondary School
AEDM 470 Internship in Music Education

B. Catalog Description:

AEDE 469 Internship in Early Childhood Education. (12) (Prereq: admission to Professional Program in Education and Internship.) A program of observation and teaching in the public schools under the supervision of university and public school personnel.

AEDL 470 Internship in the Elementary School. (12) (Prereq: Admission to the Professional Program in Education and to the Teaching Internship; Coreq: AEDL 476). A program of observation and teaching in the public schools under the supervision of university and public school personnel.

AEDX 472 Internship in Special Education (12) (Prereq: Admission to the Professional Program and Admission to Directed Teaching; Coreq: AEDX 476) A program observation and teaching in the public schools under the supervision of certified special education teachers and university personnel.

AEDS 471 Internship in the Secondary School. (12) (Prereq: Admission to the Professional Program in Education and Internship; Coreq: AEDS 476) A program of observation and teaching in the public schools under the supervision of university and public school personnel.

AEDM 470 Internship in Music Education. (12) (Prereq: Admission to the Professional Program in Education and Internship; Coreq: AEDM 476) A program of observation and teaching in the public schools under the supervision of university and public school personnel.

II. Course Goals and Objectives

A. Course Goals

The goals and objectives of this course are designed to facilitate the candidate's development as a Dynamic Educator. The internship is the culminating experience of the teacher preparation programs and will focus on the synthesis of the Dynamic Educator as planner, instructor, manager, communicator, and professional. The internship will provide each teaching intern the opportunity to integrate theory and practice and to transfer skills, abilities, and knowledge to a successful full time teaching experience.

B. Instructional Objectives

Each Candidate will:

1. Develop and maintain an appropriate Long-Range Plan (LRP). (APS1)
2. Plan integrated lessons designed to accomplish specific learning and developmental objectives. (APS2)
3. Develop, use and evaluate a variety of informal and formal assessments of student progress and achievement. (APS3)
4. Establish and maintain appropriately high expectations for learners. (APS4)
5. Draw from a substantial repertoire of instructional strategies to facilitate student learning and development. (APS5)
6. Demonstrate a thorough command of the subject matter and appropriate grade level standards they teach and ensure that students are provided with content that is current, accurate and free of errors. (APS6)
7. Use a variety of informal assessment strategies to monitor students' understanding of instruction, progress toward accomplishing learning and developmental objectives, and to determine the extent to which the needs of all students are being addressed. (APS7)
8. Create and maintain a student-centered environment that promotes and sustains learning and development. (APS8)
9. Develop a plan for managing student behavior and classroom procedures. (APS1 & APS9)
10. Participate in professional activities and responsibilities beyond the classroom. (APS10)
11. Demonstrate good communication skills, good interpersonal skills, and a healthy respect for themselves and others. (SOE 1 & 2)
12. Participate in on-going dialogue and self-reflection related to becoming a teacher. (APS10).
13. Develop a Teacher Work Sample (TWS). (APS 1-9)

III. **Course Readings**

A. Required Text

USCA Internship Handbook
USCA ADEPT Handbook

B. Supplemental Texts

As assigned

IV. **Instructional Procedures**

A variety of instructional approaches will be utilized, but the basis for instruction is direct supervised experiences in an assigned clinical setting. Candidates will participate in regular supervisory observations and conferences.

V. **Course Requirements**

A. Administrative Requirements

1. See *Internship Handbook* for administrative policies for interns.
2. Candidates will sign the USCA HONOR PLEDGE on all graded academic work certifying that no unauthorized assistance has been given or received in the completion of the work. The School of Education adheres to the USCA Academic Code of Conduct. Any breach of this code can result in a zero for that assignment and can result in a failing grade in the course.
3. If you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Disability Services, 126A B&E, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.
4. Requirements and assignments are the responsibility of the teaching intern and are due on dates specified by the university supervisor unless arrangements are made with the supervisor prior to the due date. Late assignments may affect the final grade and could result in a failing grade in the course.

B. Required Activities

The final course grade is based on demonstration of competency in at least 30 of 34 ADEPT Performance Standards (APS), missing only 1 element in each domain. The Intern Notebook will be organized along the 4 ADEPT Professional Domains. Fulfillment of course requirements will be documented in the candidate's notebook. The Intern Notebook should be made available to the University Supervisor at all times. Point values are indicated within parentheses beside each of the course requirements.

1. Demonstrate effective interpersonal communication skills and sensitivity in all professional situations. Acceptable on dispositions evaluations completed by both the University Supervisor and the Cooperating Teacher. (5 points)

2. Join a relevant professional education organization. The intern must attend a professional development meeting or conference sponsored by a professional education organization for at least 1/2 day (e.g., South Carolina Science Council, South Carolina Council of Teachers of Mathematics, RPSEC Instructional Fair, South Carolina Reading Association are examples of professional meetings that count towards this requirement). If you have a question about whether an event meets these requirements, please ask your university supervisor. Please note fulfillment of this requirement in your notebook and on the Attendance Verification Form, Part IV. (APS 10). (5 points)
3. Provide an artifact of what you have done during the internship to address diversity. *Diversity is defined as differences among groups of people and individuals based on ethnicity, race, language, religion, socioeconomic status, gender, sexual orientation, regional or geographic origin, and those with exceptional learning needs.* (5 points)
4. Discuss and participate in at least one parent/teacher conference with your Cooperating Teacher. Provide a written description of your experience (APS 10). (5 points)
5. Demonstrate the ability to write effective, efficient, relevant lesson plans that will be prepared ahead of instruction and kept on file in the classroom by the student and approved by the Cooperating Teacher and the University Supervisor. Lesson plans will always include observable objectives, teaching procedures, evaluation/grading and all required instructional materials. Amount of detail to be included will be determined and monitored by the University Supervisor and the Cooperating Teacher.

Prepare and present a minimum of four lessons for ADEPT observation and evaluation by your University Supervisor. Each lesson will be reviewed on during a conference with your University Supervisor (APS 2-9). (20 points)

6. a. Assume full responsibility in the classroom for a **no less than** 2 weeks, but interns are expected to teach for longer periods of time as deemed appropriate by the Cooperating Teacher and University Supervisor (APS 2-9). (20 points)
 - b. Prepare an appropriate integrated instructional unit(s) which lasts at least 2 weeks and incorporate all four major content areas (social studies, science, language arts, and math). The unit will be documented by the development of a Teacher Work Sample. The unit(s) should include activities which enhance critical thinking. The unit(s) must be approved in advance by your Cooperating Teacher and University Supervisor before they are taught. You should implement this unit during your weeks of full responsibility in the classroom. (20 points)
7. Develop and administer an assessment of the learning of your PK-12 students focused on the material taught in the instructional unit. Provide written documentation and analysis of the performance of the PK-12 students. Use formative and summative assessments of PK-12 student learning to plan and evaluate appropriate instruction. (APS 3). (5 points)
8. Use a variety of instructional strategies.
 - a. Appropriate use of technology (5 points)
 - b. Activity-based experiences (5 points)
9. Long-range plans (Domain1). Candidates must use the provided template to complete the long range plans. Long range plans are to be turned in to the University Supervisor and Cooperating Teacher by the end of the third week after the first day of your placement at the school. (5 points)

VI. Evaluation and Grading Scale

Final Evaluation		Final Grading Scale	
ADEPT Performance Standards	40%	A 95 - 100	B+ 90 - 94
Internship Course Assignments:		B 85 - 89	C+ 80 - 84
<i>Required Activities</i>	60%	C 75 - 79	D 70 - 74
		F 69 and below	

The final course grade is based on demonstration of competency in the 4 ADEPT Performance Domains and written and verbal communication along with the successful fulfillment of the course assignments.

One point is given for each ADEPT Performance Standard Key Element that has been identified as competent and one point is given for both verbal and written communication. A total of 36 points are possible in Column A. The total points given should be divided by 36 (the total possible points). This number should then be multiplied by 100. Then, 40% of this number is the final total given for Column A (total number for Column A can not exceed 40 points). Therefore, forty percent of the final grade is based on the ADEPT Performance Standards and written and verbal communication.

Sixty percent (60%) of the final grade is based on the total points earned from the Internship Course Assignments: Required Activities. The points given in Column C should be totaled, and 60% of this number is the final total for Column C.

In order to be recommended for initial teacher certification, interns must have at least 30 of 34 Key Elements rated as Target or Acceptable (a candidate can only miss one Key Element per Domain) and a C or higher in the internship. (It is possible to earn targets or acceptables in all key elements, yet still not be recommended for certification because 60% of the grade is from the Internship Course Assignments).

Example:

Intern earns competent on 31 out of 34 key elements and earns competent on verbal and written communication (2 points) = 33 earned points

Score = $33/36 = .92$

$.92 \times 100 = 92$

$.40 (40\%) \times 92 = 36.8$ points

36.8 points is the total for Column A

Intern receives 70 points on the Internship Course Requirements

Score = 70

$.60 (60\%) \times 70 = 42$ points

42 points is the total for Column C

Total Points = $36.8 + 42 = 78.8 = C$. Intern would be recommended for certification with reservations.

Interns would not receive credit for the internship nor be recommended for certification with a grade of a D or F.

The University Supervisor is responsible for assigning the final grade for the Internship. To receive a final grade **all assignments must be completed to the satisfaction of the University Supervisor.**

VII. **Other requirements**

Interns must complete the Attendance Verification Form for each day that he/she attends the school. The Cooperating Teacher is required to initial each attendance date.

Interns must adhere to the Internship Code of Ethics in Part I of the *Internship Handbook*. (APS 10).

Interns should confer regularly with their Cooperating Teacher and University Supervisor, demonstrating effective interpersonal communication skills and appropriate dispositions in all professional situations. (APS 10).

Interns must submit a copy of their daily and weekly classroom schedule to their University Supervisor by the end of the first week of placement and any other time the schedule changes. (APS 1).

Interns should provide the University Supervisor a copy of the grade book or record keeping used during the internship.

Interns should use standard spoken and written English in all professional situations

VIII. **Course Schedule**

Although state law mandates interns be in the classroom a minimum of 60 days, the School of Education requires interns be in the school for the full semester until the final senior seminar meeting.

Notify your University Supervisor and Cooperating teacher in advance of all times you will be out of the classroom.